DOCUMENT RESUME

ED 203 113 CE 029 170

AUTHOR Petrich, Beatrice
TITLE Family and Community Services. Module XII: The Family: Functions and Structure.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.: Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.
PUB DATE [81]
NOTE 28p.: For related documents see CE 029 167-180.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Achievement Tests: Behavioral Objectives: Conflict: *Conflict Resolution: *Family (Sociological Unit): Family Attitudes: Family Life: Family Role: Family Structure: Home Economics: *Household Workers: *Human Services: Individual Needs: Job Skills: Learning Activities: Learning Modules: Life Style: *Occupational Home Economics: Secondary Education: *Service Occupations: Social Change: Values

ABSTRACT

This twelfth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with functions and structure of the family. Definitions of the family are compared, and students are helped to understand various forms, functions, and structures of families. The developmental stages of the family life cycle and life styles are explored. Awareness of the aspects of family conflict and the paraprofessional's role in conflict situations are stressed. The relationship of families to other social institutions is also discussed. Each of the six competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED203113

Family and Community Services

MODULE XII

THE FAMILY: FUNCTIONS AND STRUCTURE

Project Director : Beatrice Petrich
Project Consultant : Elaine Staaland
Research Assistants : Doreen Gross
Mary Mooney-Getoff
Richard Glotzer
Teaching Assistants : Mary Hallquist
Elizabeth Scannell
Student Help : Alice Lonsway
Melinda Earleywine
Typist : Isla Kunde

Department of Continuing and Vocational Education
School of Family Resources and Consumer Sciences
University of Wisconsin-Madison

Department of Public Instruction
State of Wisconsin

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Beatrice Petrich
WI Dept. of Pub. Instr.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 029 178

CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

Module XII - The Family: Functions and Structure

Competencies:	Objectives:
1. Recognize that there is not just one definition of a family and there is variety in family structure and function	1.1 Describe various family forms and structures of families
	1.2 Identify the functions which families fulfill

Suggested Strategies: Students will	References and Resources
1.1.1 Read Chapter 10, Living in Families	1.1.1 Sasse, Connie R. Person to Person. Charles A. Bennett Co., Inc. Peoria, IL
1.1.2 View filmstrip and discuss with class and teacher	1.1.2 a) Filmstrip/Cassette, "Future Family Life" from Butterick Publishing, 708 Third Ave., New York, N.Y. 10017 or b) Filmstrip, "Today's Family, a Changing Concept" from Career Aids 8950 Lurline Ave. Department V71 Chatsworth, CA 91311
1.1.3 Based on reading and viewing, write a definition of "family". Share definitions with class and teacher and discuss	
1.1.4 Prepare bulletin boards showing various family forms	1.1.4 For example: Communes, Nuclear Family, Cohabiting, Single Parent, Extended Family
1.1.5 Describe the "family" you live in using worksheet "My Family"	1.1.5 Appendix: "My Family"
1.1.6 Have committees figure "averages" for number of females, males, and generations, as well as average for number of X's, IL's, R's and C's. Compare your own family to the class average. Discuss the differences in families with the lowest number and the highest numbers.	
1.2.1 Discuss family functions in relation to reading assignment in Sasse	1.2.1 See Strategy 1.1.1
1.2.2 The student will: describe families in television programs and tell how the functions differ	1.2.2 Television programs and Sasse, C., Person to Person, Chpt. 10, "Living in Families" p. 28. Teacher lead discussion.
1.2.3 Do worksheet identifying the functions of families or	1.2.3 Student guide to Sasse, Person to Person p. 105 "Living in Families"
1.2.4 View transparencies "Basic Tasks of Families" and discuss	1.2.4 Visual Masters on the Family J. Weston Walch, Publisher Portland, ME 04104. pp 11-20

Competencies:	Objectives:
2. Understand and be able to apply knowledge of the developmental stage that families go through to one's own life experiences	2.1 Identify developmental stages of the Family Life Cycle
	2.2 Comprehend the needs and concerns of families at different stages of the family life cycle
3. Understand that there are many kinds of families that people choose to live in to serve their needs	3.1 Describe various lifestyles
	3.2 Be aware of the relationship of various lifestyles to needs and desires of family members

Suggested Strategies. Students will:	References and Resources:
2.1.1 Discuss with class: What are the stages you've gone through in your family	
2.1.2 Read Family Life Cycles on the blackboard and use "My Family" to indicate where your family members are in Family Life Cycle	2.1.2 Teacher see Appendix for "Duvall's Family Life Cycle"
2.2.1 Draw a card from teacher and use your card to find your "Fantasy Family." In your "Fantasy Family" describe a typical day and tell what are the most important problems, then present to entire class to see how families at various stages of Family Life Cycle differ.	2.2.1 Appendix: "Fantasy Family" cards
3.1.1 Read Changing Lifestyles pp. 258-285	3.1.1 Sasse, C. Person to Person, Chpt. 12 "Changing Lifestyles".
3.1.2 Complete worksheet Changing Lifestyles and discuss with class	3.1.2 Sasse, Person to Person
3.1.3 Write a description of one specific lifestyle and indicate difference between the students life style and the selected lifestyle	
3.2.1 Select a story from Science Fiction and make a list of family functions which satisfy needs of family which you find in the story	3.2.1 Select stories from: Clear, Val, Patricia Warrick, Martin Greenberg, and Joseph Olander (Eds.) Marriage and the Family Through Science Fiction. St. Martin's Press, NY, 1976. Especially from Section 2 Cross-Cultural Family Perspectives and Section 6 Alternative Family Forms.
3.2.2 Do "What Do You Believe About Families?" to determine if you have "Traditional or Emerging" beliefs about the family. Discuss with class: What do my beliefs have to do with my feeling about people I might work with or about people for whom I provide services	3.2.2 Appendix: "What Do You Believe About Families?"
3.2.3 Discuss descriptions of Traditional and Emerging Families with your teacher	3.2.3 Appendix: Traditional-Emerging Definitions

Competencies:	Objectives:
3. (continued)	3.2 (continued)
	3.3 Accept persons whose lifestyles are different than own lifestyle
4. Be aware of skills which might be needed to perform services for a variety of family structures and functions	4.1 Identify skills acquired in Care of Children Clothing Care Consumerism Foods and Nutrition Housing & Maintenance for Family and Community Services
5. Understand ways of resolving conflicts when working with families who hold differing values	5.1 Recognize differing values related to various lifestyles

Suggested Strategies. Students will:	References and Resources:
3.2.4 View a film and answer 1. What was particularly interesting? 2. Was anything disturbing? Describe 3. What appeared to be a "life-style" which disagreed with yours? 4. Is it OK for some people to have those lifestyles? Why or why not.	3.2.4 Suggested films: 1. The Future of the Family (20 min.) from Guidance Associates, 1972. 2. Me and Dad's New Wife (33 min.) Time-Life, 1976. 3. Memories of the Family (24 min.) Polymorph, 1977. 4. Peege (28 min.) Phoenix, 1974.
3.2.5 Respond to Attitude Inventory about Dual Career Families. Then discuss and compare your responses with rest of class and think about the pros and cons	3.2.5 Appendix: "Dual Career Family Attitude Inventory"
3.3.1 Do "Lifestyles" worksheet and discuss with class	3.3.1 Appendix: "Lifestyles"
3.3.2 Discuss - Do "Lifestyles" relate to income? race? religion? Teacher lead discussion	3.3.2 Skolnick, A. S. and J. H. Skolnick, Family in Transition Little, Brown & Co., 1971. Chapter 9, "Lower Class Family Behavior" p. 410, "Families of Negro Streetcorner Men" p. 414, "The Black Family: Myth and Reality" p. 419, "The Old in the Country of the Young" p. 432.
4.1.1 Make a space for each of the "Fantasy Families" on the blackboard. Brainstorm to make list of your skills you could make use of to help these families in 1. Foods and Nutrition 2. Housing and Maintenance 3. Clothing Care 4. Child Care 5. Consumerism	4.1.1 Teacher may want to do one area at a time. "Fantasy Families" are with Strategy 2.2.1.
4.1.2 Make a list of skills you have which would be of help to families in trouble with various lifestyles you discussed.	4.1.2 Use lifestyles from Strategy 3.3.1
5.1.1 Brainstorm a definition of values and compare it with dictionary definitions.	5.1.1 "Understanding the Concepts: Values and Attitudes" Chpt. 1, Ruud, J.B. Teaching for Changed Attitudes & Values. HEEA, 1972. Also "value" discussion in Sasse, pp. 65-79.

Competencies:

5. (continued)

Objectives:

5.1 (continued

5.2 Recognize differing values of families at different stages of the life cycle

5.3 Recognize differing values relating to racial, socio-economic and cultural differences

5.4 Identify ways in which values might differ when working with various families

5.5 Be aware of conflicts which might develop in a work situation

Suggested Strategies. Students will:	References and Resources
5.1.2 Based on your knowledge of life-styles list some of the values people in each lifestyle might hold	
5.1.3 Play the devil's advocate with issues related to various life-styles	5.1.3 Teacher reference: "The Devil's Advocate" Ruud, J.B. Teaching for Changed Attitude & Values, p. 21.
5.2.1 View a filmstrip, discuss the values emphasized at various stages of the life cycle	5.2.1 Filmstrip cassette "Growing Older" Butterick Publishing, P.O. Box 1945, Altoona, PA 16603 or "8 Stages of Human Life" Human Relations Media Level 3C Dept. 1123 175 Tompkins Ave. Pleasantville, NY 10570 Also may use worksheets included with filmstrips.
5.2.2 Discuss how there are no right or wrong answers to the beliefs, feelings, and attitudes of various lifecycle stages	
5.3.1 Read a magazine article, or book. Watch for the values which are expressed by the characters and summarize them in a report to class on the value thread	5.3.1 Possible articles and books suggested in Ruud, J.B. Teaching For Changed Attitudes and Values. HEEA, 1972. p. 21
5.4.1 Role play "an illness" in Fantasy Families or of different "Life-styles"	5.4.1 Teacher reference: "Role Playing" Ruud, J.B. Teaching For Changed Values and Attitudes. p. 28-30
5.5.1 From the above "drama," identify how the different values could lead to conflict with a "care-giver"	
5.5.2 Discuss some examples of conflicts you have experienced. Can use family or work experiences. Have these been caused by differing values?	
5.5.3 Select a family problem and imagine you are employed to help the family. Work in small groups and discuss how you might resolve value differences related to: 1) cleanliness, 2) nutrition, 3) discipline of children, 4) safety, 5) modesty, 6) spending money, etc.	

Competencies.

6. Be aware of the relationship of families with other social institutions

Objectives:

6.1 Explain the relationship between the family and social institutions

Suggested Strategies. Student will:	References and Resources:
6.1.1 Write a description of a family's daily activities in 1900 or 1920 in contrast to today's family	6.1.1 Teacher can suggest some of the broad changes such as: urban vs rural, industrial vs. agricultural, home production vs. mass production, service oriented society, etc.
6.1.2 Discuss how certain societal changes might affect the family	6.1.2 Suggested societal changes: 1) recession or depression 2) unemployment 3) transportation (energy) 4) women's movement 5) affirmative action (minorities) 6) housing regulations 7) divorce 8) genetic counseling 9) day care (children & elderly)
6.1.3 Describe some pro's and con's of mass-media and television on family life. Interview an older person who could describe life without TV.	
6.1.4 Discuss how public agencies can influence family's role and life-style	6.1.4 Suggested influences: Federal or State legislation, AFDC, Food Stamps, public housing
6.1.5 Think about what kind of family you'd like to be a part of 10 years from now. If you're employed in Family and Community Services, what people would you like to be working with 10 years from now?	

My Family

Number of females _____ Number of males _____ Number of generations _____

Who works outside the home _____

Who works inside the home _____

List jobs 1.
2.
3.
4.
5.
6.
7.
8.

How much time do you spend together each day as a family? _____

How much time is spent apart? _____

What are some regular family activities?

1.
2.
3.
4.
5.

What do you do as recreation and/or holiday celebration?

List your relative (use additional paper if needed)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Write an X next to those who live within 50 miles)
Write IL next to in-laws (related by marriage)
Write an R by those you see regularly
Write a C by those you consider close relatives

Count the number for each letter and put in correct blank.
Number of X _____
Number of IL _____
Number of R _____
Number of C _____

Duvall's Family Life Cycle[1]

1. Newly married couples (without children)
2. Childbearing families (birth to thirty months)
3. Families with preschool children (thirty months to 6 years)
4. Families with school children (6-13 years)
5. Families with teenagers (13-20)
6. Families as launching centers (1st child gone to last child leaving home)
7. Middle-aged parents (no children at home to retirement)
8. Aging family members (retirement to death of spouses)

[1] Duvall, E. M. Family Development, 4th Ed., Philadelphia: J. B. Lippincott Co., 1971.

Fantasy Families

Family A Newlywed

Card 1 Betty Brown, age 23, secretary
Card 2 Bill Brown, age 23, mechanic

Family B New parents

Card 1 Mary Smith, age 24, nurse
Card 2 Jack Smith, age 26, traveling salesman
Card 3 Joanne Smith, age 6 months
Card 4 Agatha Smith, age 51, grandmother

Family C Single parent,

Card 1 Joseph Jones, age 35, teacher and widower
Card 2 Jim Jones, age 14, student
Card 3 Josie Jones, age 10, student

Family D Elderly

Card 1 James Roberts, age 72, retired welder
Card 3 Barbara Roberts, age 70, homemaker, never had outside job

Family E Teenage Children

Card 1 Mark Stevens, 45, bus driver
Card 2 Patti Stevens, 43, clerk
Card 3 Mark Stevens, 17, senior in high school
Card 4 Paul Stevens, age 14, student
Card 5 Jan Stevens, age 12, student
Card 6 Cynthia Stevens, age 11, student
Card 7 Scott Stevens, age 6, student
Card 8 Susan Stevens, age 3

Appendix
MOD XII
Strategy 3.2.2

WHAT DO YOU BELIEVE ABOUT FAMILIES?

These are statements about American families in general: they are not statements about your family. There are no right or wrong answers to these statements. They express what some people believe.

Circle SA if you strongly agree with the statement
Circle A if you agree with the statement
Circle U if you are undecided
Circle D if you disagree
Circle SD if you strongly disagree

For example:

1. All children should be spanked every day. SA A U D SD
   There should be only one circle for each statement.
   Answer every statement. Do not pause long on any one statement. Circle the response which you think of first.

PART I

1. The mother's opinion should be as important as father's in money matters. SA A U D SD
2. A family should be satisfied with the kind of job the father has. SA A U D SD
3. The father should help take care of the young children in the family. SA A U D SD
4. Living in a family group is the best way for people to live. SA A U D SD
5. Children should try to understand their parents. SA A U D SD
6. If each person is willing to give up his own desires for the good of the family, it will result in a strong family. SA A U D SD
7. Families should help each other be honest about their own faults. SA A U D SD
8. Family customs should be carried on by the children. SA A U D SD
9. Members of a family should enjoy their responsibilities. SA A U D SD
10. It is all right for teenage boys to help do the dishes. SA A U D SD
11. The members in a family should help each other solve personal problems. SA A U D SD
12. Girls should learn to cook and sew at home. SA A U D SD
13. Parents need the love of their children just as much as the children need their parents' love. SA A U D SD

14.	Teenagers should not talk back to parents.	SA	A	U	D	SD
15.	When the family goes on a vacation trip, teenagers should have a part in planning the trip.	SA	A	U	D	SD
16.	The difference between right and wrong should be taught by the home.	SA	A	U	D	SD
17.	The mother should have money which is hers to spend the way she wants to.	SA	A	U	D	SD
18.	Families should have religious services in the home.	SA	A	U	D	SD
19.	Children and parents should discuss sex matters together.	SA	A	U	D	SD
20.	Parents should make children do things that are good for them.	SA	A	U	D	SD
21.	A teenager should do what his parents want rather than what his friends want.	SA	A	U	D	SD
22.	Parents should not show their love for their children around others.	SA	A	U	D	SD
23.	Teenagers have enough to do without helping at home.	SA	A	U	D	SD
24.	Everyone should get married.	SA	A	U	D	SD

Score yourself:

For odd numbers (1, 3, 5, etc.) SA = 6, A = 4, U = 3, D = 2, SD = 0

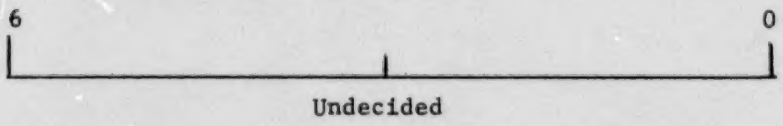
For even numbers (2, 4, 6, etc.) SA = 0, A = 2, U = 3, D = 4, SD = 6

Place the correct number in the margin

Add the numbers and divide by 24.

If your score is <u>over 3</u> you have emerging beliefs about the family

If your score is <u>under 3</u> you have traditional beliefs about the family



Ask your teacher to see definitions of Traditional and Emerging families.

WHAT DO YOU BELIEVE ABOUT FAMILIES?

Beatrice Petrich

Operational Definitions:

The Traditional Family	The Emerging Family
1. Sees compliance with duty as a goal	1. Sees personal happiness as a goal
2. Follows tradition	2. Desires innovation
3. Definitely differentiates between male and female roles, and between adult and child roles	3. Accepts an interchange of female and male roles
4. Has a definitely established hierarchy of communication channels and exhibits controlled affectional communication	4. Has open communication channels with frequent affectional communication
5. Considers kinship the basic social bond	5. Develops social bonds with many groups
6. Achieves status as total family regardless of individual skills and accomplishments	6. Allows different status levels for individuals within the family
7. Participates in outside groups on a family basis	7. Participates in a wide variety of groups on an individual basis
8. Places emphasis on objectives established by the authority figure or by tradition	8. Places emphasis on individual objectives
9. Is a major influence in economic, educational, recreational, and religious functions	9. Is willing to relinquish its influence in economic, educational, recreational, and religious functions to other social groups
10. Bases behavior, discipline, and obedience patterns on authority and custom	10. Bases behavior, discipline and obedience patterns on rationality, consensus, and bonds of affection
11. Is authoritarian and based on the subordination of the individual members to the authority figure	11. Is developmental and based on the worth and developmental stage of the individuals

Appendix
MOD XII
Strategy 3.2.5

DUAL CAREER FAMILY ATTITUDE INVENTORY

The following are statements relating to dual career families. There are no right or wrong answers to the statements. They express what some people believe. Express your true beliefs, no one will know what you answer.

Answer every statement. Do not pause long, circle the response you think of first.

Circle SA if you strongly agree with the statement.
Circle A if you agree with the statement.
Circle U if you are undecided.
Circle D if you disagree with the statement.
Circle SD if you strongly disagree with the statement.

1.	Members of a dual career family should share the homemaking tasks.	SA A U D SD
2.	Families are better off hiring a cleaning service.	SA A U D SD
3.	Men can prepare meals as often as women.	SA A U D SD
4.	The cost of food is higher in a dual career family.	SA A U D SD
5.	There are more unexpected work related expenses in a dual career family.	SA A U D SD
6.	Men should help with homemaking tasks.	SA A U D SD
7.	Housing costs are higher for a dual career family.	SA A U D SD
8.	Children should be cared for in their home.	SA A U D SD
9.	Both men and women have to work in today's inflated economy.	SA A U D SD
10.	Womens' income is considered for "the extras."	SA A U D SD
11.	Men should manage the family budget.	SA A U D SD
12.	Homemaking tasks are the responsibility of the woman in the family.	SA A U D SD
13.	A man who stays home with the children while the woman works is lazy.	SA A U D SD
14.	The man should earn more money than the woman.	SA A U D SD
15.	Food preparation is the woman's responsibility.	SA A U D SD
16.	Hiring a cleaning service is an unnecessary expense.	SA A U D SD

Circle SA if you strongly agree with the statement.
Circle A if you agree with the statement.
Circle U if you are undecided.
Circle D if you disagree with the statement.
Circle SD if you strongly disagree with the statement.

17.	Yardwork is primarily the man's responsibility.	SA A U D SD
18.	Child care is a woman's responsibility.	SA A U D SD
19.	Dual career families should always have two cars.	SA A U D SD
20.	Children should be given homemaking responsibilities.	SA A U D SD
21.	A parent should always be home when children return from school.	SA A U D SD
22.	If a child is sick, the woman should stay home.	SA A U D SD
23.	Family meals should include homemade foods.	SA A U D SD
24.	Car maintenance is the man's responsibility.	SA A U D SD
25.	All women should have a job outside the home.	SA A U D SD

Source: Prepared by Kathy Brekke, Mary Ellen Carne, Christine Hubbard, Joan Patzer, Elizabeth Scannell.

LIFE STYLES[1]

From the list of lifestyles below place the code number which describes your feelings about that lifestyle in front of it. The second list gives a code for identifying the lifestyles.

Sample:

Code #	Rank	Lifestyles
_____	____	Singlehood
_____	____	Single Parenthood
_____	____	Communal Living
_____	____	Cohabitation
_____	____	Renewable Marriage
_____	____	Contract for Marital Expectation
_____	____	Childless Marriage
_____	____	Two Career Marriage
_____	____	Open Marriage
_____	____	Group Marriage
_____	____	Traditional Marriage (includes children)
_____	____	Divorce and Remarriage

Code

1. I like it very much
2. I like it quite a lot
3. I like it slightly
4. I am indifferent to it
5. I dislike it slightly
6. I dislike it quite a lot
7. I dislike it very much

1. Look over your coding. Do you find yourself preferring the more traditional patterns?

2. Rank order the list of lifestyles. Place a 1 in front the the lifestyle of your first choice, a 2 for second choice and continue until all are ranked.

3. It may be difficult to rank all the lifestyles but try your best.

4. Consider your choices. What did you learn about yourself? Will the lifestyle you chose place you in conflict with society?

[1] Sasse, C. Person to Person, Peoria, IL: Chas. A. Bennett Co., Inc., 1978. p. 284

Final Examination, MOD XII

The Family: Functions and Structure

Competencies — Taxonomy Levels - Items

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1	1-5 6-11			12-27	53-54	
2		28-40				
3		Affective devices included in strategies				
4						41-46
5		Also, affective devices included in strategies		55-57		
6		47-52				

Key: The Family: Functions and Structure

1. E
2. C
3. A
4. B
5. D

6. D
7. C
8. E
9. B
10. A
11. F

12. O
13. X
14. X
15. O

16. O
17. X
18. O
19. X

20. X
21. X
22. O
23. X

24. O
25. X
26. O
27. X

28. X
29. X
30. O
31. X

32. O
33. X
34. X
35. X
36. O

37. X
38. O
39. X
40. O

41. A
42. F
43. C
44. D
45. E
46. F

47. E
48. B
49. E or B
50. C
51. G
52. F or C

53-54 Accept almost anything which makes sense

55-57 1 point for each value listed and discussed

MOD XII
F & C Services
U.W.-Madison
57 pts.

Examination

The Family: Functions and Structure

Student Name _____

Directions: Read the description and place the letter of the correct family function in the blank.

_____ 1. Care, prevention of injury, security of elderly, safety

_____ 2. Learning to talk, behavior patterns, values and attitudes

____ 3. Love, acceptance and emotional support

_____ 4. Earning money to purchase goods and services

_____ 5. Have children and bring them up

A. Affection
B. Economic
C. Education
D. Procreation
E. Protection

Directions: Read the descriptions of families and place the letter of the correct family form to the left of the description.

_____ 6. Mother, father and three children

_____ 7. Grandmother, mother, father, aunt, and children

_____ 8. Mother and two children

_____ 9. Several adults and children living together who are not related by blood or marriage

____ 10. A couple living together without a legal document stating they are married

____ 11. One person in a home

A. Cohabitation
B. Commune
C. Extended family
D. Nuclear family
E. One parent family
F. Single

Directions: Read the description and place an X in the blank preceding the Family Function(s) which have been described and a 0 if the Family Function was not in the description.

Bill kissed his wife as he proudly gave her his weekly check

____ 12. Education

____ 13. Economic

____ 14. Affection

____ 15. Adaptation

Sandy prevented her little sister from crossing the street when the light was red as she explained to her that red means stop and green means go.

____ 16. Economic

____ 17. Protection

____ 18. Religious

____ 19. Education

Mother organized a picnic for the first day the family would be in their new home after moving from another town.

____ 20. Adaptation

____ 21. Recreation

____ 22. Economic

____ 23. Affection

Mary and Bill looked through the hospital nursery window at their new son as they held hands.

____ 24. Recreation

____ 25. Procreation

____ 26. Protection

____ 27. Affection

June, who is sixteen, lives with her mother and father, two brothers ages 10 and 14, and her grandmother. In her family, the family life cycle stages are

____ 28. Families with teen-agers

____ 29. Families with school children

____ 30. Families as launching centers

____ 31. Aging family members

Mary and Joe Smith have just seen their only daughter off to college and are now worried about Joe's mother who is very ill. This family represents three stages of the family life cycle. The stages are

____ 32. Child-bearing families

____ 33. Aging family members

____ 34. Middle-aged parents

____ 35. Launching centers

____ 36. Families with teen-agers

Alice Jones is a 30-year-old teacher who has never married. She has a 19 year old nephew living with her as he attends vo-tech school. Her mother has arthritis so she drives 40 miles each weekend to clean her mother's home. What family stages are represented in Alice's family?

____ 37. Teen-age children

____ 38. Launching center

____ 39. Aging family members

____ 40. School age children

Directions: Choose one area of skill which is most needed to help and serve in the circumstances described and put the letter in the blank preceding the circumstances.

Circumstances	Skill area needed
____ 41. A working single-parent with a three-year-old child	A. Care of children
____ 42. A 20-year-old single mother with three children, who is on welfare	B. Clothing care and selection
____ 43. A young couple who can't live on their combined income	C. Consumerism
____ 44. A diabetic grandmother who lives alone, and can manage her housework and budget, but doesn't feel well most of the time	D. Foods and nutrition
____ 45. A father of three children under 10 whose wife just went to the hospital for a serious illness. They plan to eat in restaurants.	E. Housing maintenance and management
____ 46. An elderly couple, the husband is losing his sight and the wife is crippled with arthritis	F. All of above

Directions: Over the years, social institutions other than families have been supporting family functions. Put the letter of function which may be partially fulfilled by the social agency.

Social Institutions	Functions
____ 47. Police force	A. Affection
____ 48. Factories	B. Economic
____ 49. Medicare	C. Education
____ 50. Schools	D. Procreation
____ 51. Churches	E. Protection
____ 52. Television	F. Recreation
	G. Religious

53-54 Write your definition of a family.

55-57 List 3 values you hold and give an example of how someone else you might be helping could differ.